

Life Orientation Grade 6

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C O N N E X I O N S

Rice University, Houston, Texas

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Chapter 1

Term 1

1.1 Implications of additives in food¹

1.1.1 LIFE ORIENTATION

1.1.2 Grade 6

1.1.3 A HEALTHY LIFESTYLE

1.1.4 Module 1

1.1.5 THE IMPLICATIONS OF ADDITIVES IN FOOD

1. The health implications of additives in food

For this module each learner should try to bring one item of processed food to school, e.g. a packet of potato crisps (chips), a packet of jelly powder, or tinned food such as canned peaches, tinned peas, etc. These items should preferably be things that are used regularly in their household.

- (a) What are food additives?

Since the earliest of times people have used additives in food to improve the taste of a certain product, or to make the product last longer. Some of the first things that were used were salt, sugar and vinegar. It is only in the past 30 years, with the development of processed foods, that there has been a dramatic increase in the use of chemical additives in food. Most of these additives are safe for human consumption, but there are chemical products in use that are toxic or carcinogenic. That means that some of these chemical agents are harmful to humans and that they can cause cancer in later life. It is common knowledge that some of these additives can cause allergies, asthma and migraine, and also hyperactivity in children. The MSG (*Monosodium Glutamate*), for instance, that is printed on the packets of some well-known chips packets, should make you think twice. Research has shown that MSG can possibly cause hyperactivity, dyslexia, depression and other harmful conditions in children. Benzoic acid, sodium cyclamate and colorants in red cool drink (the kind that is diluted with water) can also cause allergies and have other harmful effects.

Additives are ingredients that are added to food, cosmetics and packaging material to alter the natural qualities in order to influence stability, taste, cost or performance.

The information you will be given in this module is not meant to make you anxious about every little mouthful of food or drink you take, but to make you think carefully before you simply gobble anything down. When you buy food, you shouldn't only look at the price of the article, but you should also read what is written on the packaging to determine WHAT it is you are buying. Manufacturers are compelled by the

¹This content is available online at <<http://cnx.org/content/m22522/1.1/>>.

health authorities to disclose certain information on the packaging. Next time you go to the supermarket, check how many times you see “CONTAINS NO MSG” in large print on the packaging of various food products. There are products that contain harmful additives or pose a health risk to the consumer (think of cigarettes). It would be foolish of you not to make sure of the facts. Harmless additives are those that are derived from natural ingredients, such as lecithin that comes from soya beans, and vitamin C that is found in lemon juice. Food additives are sometimes made from animal products, and this may have implications for certain religious groups. Muslims, for instance, are not allowed to eat any products containing pork, or other animal products that are not Halaal.

In Europe food manufacturers are compelled by law to have the so-called *E numbers* printed on the packaging of their products, which indicate exactly which additives have been used. South Africans ought to be far more serious about this matter, and to insist on detailed information about processed products. It would be wise to avoid the following additives: sodium nitrate, saccharine, caffeine, olestra, acesulfame K, artificial colorants and MSG.

Remember: every cook is actually a scientist, and the cake that he or she bakes, or the pasta dish that he or she prepares, is a scientific experiment. Preparing food is chemistry in action, with the added advantage that the end product can be eaten.

1.1.6 Activity 1:

1.1.7 To make a list of additives in foodstuffs

1.1.8 [LO 1.1]

Look carefully at the information on the packaging of the foodstuffs that your group brought to school:

- (a)
- (b) Make a list of the information that appears on the packaging.

(Note: These headings will not appear on each label.)

- Ingredients
- Nutritional information

- (b) Underline the following words on the list:

Flavourants
Colorants
Acidifying agents
Additives
Preservatives

Mark the words that you don't understand or that sound strange to you, e.g. sodium citrate, sucrose, etc.

- (c) Now choose five of these words and try to find their meanings in a good dictionary. (You will probably need to use both an Afrikaans and an English dictionary of definitions.)

1.1.9 Assessment

Learning outcomes(LOs)

LO 1

HEALTH PROMOTION

The learner will be able to make informed decisions regarding personal, community and environmental health.

Assessment standards (ASs)

We know this when the learner:

- 1.1 interprets food labels and critically discusses health effects of listed ingredients;
- 1.2 participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and/or actions;
- 1.3 explains causes of communicable diseases (including HIV/AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values;
- 1.4 identifies different forms of abuse and suggests strategies to deal with them.

1.2 Environmental health problems and action²

1.2.1 LIFE ORIENTATION

1.2.2 Grade 6

1.2.3 HEALTHY LIFESTYLE

1.2.4 Module 2

1.2.5 Environmental health problems and action

Air pollution is one of those invisible enemies that have a detrimental affect on us every day. It is so much part of our lives that we don't even realise that we live in a town or city over which there is always a cloud of smoke. A number of projects are under way to try to combat the problem. Each one of us can also do our little bit to help so that we don't make the environment in which we live unbearable for posterity.

1.2.6 Activity 1:

1.2.7 To read a newspaper report and answer questions

1.2.8 [LO 1.2]

Read the following translation of a newspaper report (*Die Burger*, 10 April, 2003) attentively and then answer the questions that follow:

Quality of Cape Town's air has improved

Cape Town – The quality of the air in the mother city largely complies with international guidelines, said the city leaders, who are having to deal with allegations of large-scale air pollution in the metropole.

Mr Hans Linde, the town council's manager of air pollution control, said that the quality of the air in the metropole has improved in the short term in recent years.

However, from March to September the number of particles and also the sulphur dioxide in the air often exceed the permissible levels owing to inversion conditions.

In such climatic conditions a brown haze hangs over the city. It is caused amongst other things by the exhaust fumes of motor vehicles.

Linde's comments follow on the news that the quality of water in the Diep River near Vissershok and the quality of the air in Morning Star are currently being tested as a result of allegations of air pollution in the area. Some of the residents fear that they could be poisoned if something is not done about the pollution.

Mr Gerry Kuhn, an environmental engineer who has studied the quality of the air in the area, said that residents are exposed inter alia to large amounts of mercury, arsenic and aluminium.

Groundwork, an environmental pressure group, said that the aluminium levels in the air are 3 000 times the permissible level.

According to Kuhn's study, the levels of 30 of the 33 poisonous elements (including mercury) are extremely high. However, the source of the pollution is still unknown.

According to the World Health Organisation, mercury poisoning can cause kidney problems and damage to the nervous system, amongst other things.

²This content is available online at <<http://cnx.org/content/m22524/1.1/>>.

The incinerator for medical waste at Vissershok might be a cause of the pollution, said Kuhn.

Apart from the incinerator there are two dumpsites, an oil recycling plant and a brick-kiln in the area.

The Vissershok site is next to the N7 near the Caltex refinery, Table View and Morning Star. The site has been used as a dumpsite since the 1970s.

The lease of the existing Sanu-med incinerator was granted in March 1998.

Dr Ivan Toms, Cape Town's medical officer, said that a scientific investigation in this regard could take up to six months.

According to Mr Ravi Pillay of the division of air quality control of the department of environmental affairs, the new legislation regarding air quality will be made available for comment this month.

Clearing-up operations due to air pollution often cost millions of rand.

jbontuy@dieburger.com³

Answer the following questions:

1. Which city in South Africa is the mother city?
2. What does "metropole" mean? (Look up the meaning in a dictionary.)
3. Which poisonous gases or elements are mentioned in the report?
 1. What is meant by "inversion conditions"?
 2. In your opinion, apart from the exhaust fumes of motor vehicles, what could also contribute to the bigger cloud of smoke from March to September?
6. What type of pollution, other than air pollution, is also mentioned here?
 7. What illnesses can be caused by mercury poisoning?
 8. Name sources of pollution near Vissershok.
 9. What happens to medical waste?
 10. What threats does medical waste pose?

1.2.9 Activity 2:

1.2.10 To draw a map indicating sources of pollution

1.2.11 [LO 1.2]

Draw a map of the area around your school or house. Identify all possible sources of pollution in the area. Use a map, a road map or a municipal map of the environment, if possible.

Every individual can combat air pollution. It is not only large factories that should guard against air pollution. Every child can be taught from a young age how to avoid polluting the air.

Use the table on the next page to add to the list of household materials or common household practices that promote different types of pollution. Also think about how this can be curbed.

Household practice	Type of pollution	Environment-friendly solution
Use of plastic shopping bags	LitteringThe environment is polluted as the bags are not biodegradable	Use baskets or paper bags for shopping
<i>continued on next page</i>		

³jbontuy@dieburger.com

Table 1.1

1.2.12 Assessment

Learning outcomes(LOs)
LO 1
HEALTH PROMOTIONThe learner will be able to make informed decisions regarding personal, community and environmental health.
Assessment standards (ASs)
We know this when the learner:
1.1 interprets food labels and critically discusses health effects of listed ingredients;
1.2 participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and/or actions;
1.3 explains causes of communicable diseases (including HIV/AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values;
1.4 identifies different forms of abuse and suggests strategies to deal with them.

Table 1.2

1.3 HIV and AIDS:How can it be prevented or handled?⁴

1.3.1 LIFE ORIENTATION

1.3.2 Grade 6

1.3.3 HEALTHY LIFESTYLE

1.3.4 Module 3

1.3.5 HIV AND AIDS: a contagious disease. How can it be prevented or handled?

In South Africa more than 3 million people are currently HIV positive. This disease affects men, women and children of all ages, occupations and population groups in all the provinces of our country. If the current rate of infection does not decrease, one in every four people in the country will be HIV positive by the year 2010. Within 10 years the disease will result in three-quarters of a million South African children being orphans.

How can you prevent contracting the disease?

You have already learned the following in Grade 5:

⁴This content is available online at <<http://cnx.org/content/m22525/1.1/>>.

1. Regard the problem in a serious light and make sure that you know how the disease is spread.
 2. Make use of every possible opportunity to gain more knowledge of the disease.
 3. Sex must be safe, but should be delayed for as long as possible anyway.
 4. Never touch blood. If someone is injured and bleeding, rather call an adult. If there is a possibility of your touching the blood, pull a plastic bag without any holes over your hands. It is even better to wear rubber gloves.
 5. Never use old syringes or needles in any way.
 6. If you want to have your ears pierced or have a tattoo on your body, make sure that you have it done in a clean, reputable place where the needles are sterilised.
9. It is better to avoid alcohol or drugs completely, as they could prevent you from being able to protect yourself against being infected with the virus.

1.3.6 Activity 1:

1.3.7 To discuss strategies on how to handle a disease

1.3.8 [LO 1.3]

The following is a list of ways in which one can handle a serious disease so that the sick person, as well as the people around him/her who are also affected by the situation, can continue with their lives in the most positive manner possible.

Each group must choose at least two of these strategies, discuss them and make new recommendations on how to handle the disease.

- Gain information about the disease.
- Always remain hopeful.
- Ask relatives to help.
- Pray for the person.
- Go to a clinic or hospital for help.
- Keep all eating utensils clean.
- Prepare special food for the affected person.
- Contact the local hospice.
- Be mindful of symptoms that might indicate that you have possibly contracted the disease.

1.3.9 Activity 2:

1.3.10 To plan and enact short playlets

1.3.11 [LO 1.3]

Plan and enact short playlets or scenes where you depict the following characters:

1. A seriously ill person
2. A doctor
3. The mother or father of the ill person
4. The sister or brother of the ill person
5. The child of the ill person
6. A spiritual person, e.g. a minister or priest

REMEMBER: Decide what disease the patient is suffering from. For the purpose of this role-play you must choose a life-threatening disease. Afterwards you must discuss the contribution made by each character in this situation.

1.3.12 Assessment

Learning outcomes(LOs)
LO 1
HEALTH PROMOTIONThe learner will be able to make informed decisions regarding personal, community and environmental health.
Assessment standards (ASs)
<i>We know this when the learner:</i>
1.1 interprets food labels and critically discusses health effects of listed ingredients;
1.2 participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and/or actions;
1.3 explains causes of communicable diseases (including HIV/AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values;
1.4 identifies different forms of abuse and suggests strategies to deal with them.

Table 1.3

1.3.13

1.4 Abuse and violence⁵

1.4.1 LIFE ORIENTATION

1.4.2 Grade 6

1.4.3 HEALTHY LIFESTYLE

1.4.4 Module 4

1.4.5 Abuse and violence

1.4.6 Activity 1:

1.4.7 To read a news report and answer subsequent questions

1.4.8 [LO 1.4]

- Read the translation of a news report that appeared in *Die Burger* on 1 November 2001, and answer the questions that follow:

Baby to undergo more operations
- JEANNE-MARIÉ VERSLUIS - Die Burger (Eastern Cape) -Page 6 -Thursday 1 November 2001

Table 1.4

KIMBERLEY – The nine-months-old baby girl from Upington who was reportedly raped and indecently assaulted by six men, will have to undergo more operations.

Ms Dipuo Peters, Northern Cape MEC for Health, reported on the baby's condition at a prayer meeting which was held for her at the legislative buildings yesterday. Politicians, government officials and inhabitants

⁵This content is available online at <<http://cnx.org/content/m22526/1.1/>>.

of the city attended the meeting. There were emotional scenes while they sang, prayed and lit candles for the baby.

The little girl has already undergone emergency surgery that lasted more than three hours in the Kimberley hospital after reportedly being raped in Upington during the past weekend.

Six men have already appeared in court in connection with the incident, and they are being held in custody.

Ms Connie Seoposengwe, MEC for Security Liaison in the Northern Cape, said earlier that the incident had apparently taken place on Friday at approximately 10 p.m. in the Louisvale township, after the mother (16) had left her baby in the care of an unknown person, as she had wanted to go to the shop to buy some food.

The baby's grandmother is reported to have found her granddaughter in the house, covered in blood.

The baby's mother was taken into custody for disorderly behaviour shortly after the suspects were arrested. She was allegedly intoxicated and was given a R100 fine. Allegations of negligence are also being investigated against the mother.

Peters said yesterday that the alleged rape of the baby is unforgivable. "It means we are living in a sick society. It is the duty of every parent to take action and to say that enough is enough."

Peters said that she had visited a three-year-old girl in the Kimberley-hospital the previous day. The child had been admitted after she had presumably been given an overdose of drugs. Upon examination she was also found to have vaginal lacerations.

"The 19-year-old mother of this child told me that she lived in fear, because she was dependent on her stepfather for food and shelter. She had been, to some extent, aware of the abuse that had been taking place, because she, too, had been abused by her stepfather. This is a horrifying situation, and it is time that we help women to rise up against rape."

After the prayer meeting yesterday the police in the Northern Cape said in a statement in reaction to this: "The allegations that a three-year-old child was raped in Kimberley, was brought to our notice for the first time on Wednesday."

- *Die Burger* library

- (i) Which law or laws concerning minors are being broken here?
- (ii) Who are the guilty parties in this distressing case?
- (iii) Which substance abuse contributed to this atrocity?
- (iv) What do you find to be the most distressing aspect of this case?
- (v) What, in your opinion, can be done to combat such evil deeds?
- (vi) What would you do if you knew of a child who was being abused sexually or physically?
- (vii) What would you do if someone abused you?
- (viii) It is said that only a small percentage of child abuse is reported. Why do you think that is the case?
- (ix) What do you think needs to be done to make your environment a safer place for children?
- (x) If you could make one wish to improve your own life, what would it be?

REMEMBER: There are adults who care deeply for you and who want you to have only the best in life. If you have a problem that is making you feel very unhappy or fearful, discuss it with your father or mother, an educator, or someone else who will be able to help you. You can also phone CHILDLINE if you are in trouble. Just remember that it is a serious matter, and you must never phone Childline just for the fun of it.

1.4.9 Assessment

Learning outcomes(LOs)
<i>continued on next page</i>

LO 1
HEALTH PROMOTION The learner will be able to make informed decisions regarding personal, community and environmental health.
Assessment standards (ASs)
<i>We know this when the learner:</i>
1.1 interprets food labels and critically discusses health effects of listed ingredients;
1.2 participates in a problem-solving activity to address an environmental health issue to formulate environmentally sound choices and/or actions;
1.3 explains causes of communicable diseases (including HIV/AIDS) and available cures, and evaluates prevention strategies, in relation to community norms and personal values;
1.4 identifies different forms of abuse and suggests strategies to deal with them.

Table 1.5

Chapter 2

Term 2

2.1 Rights and responsibilities of SA children¹

2.1.1 LIFE ORIENTATION

2.1.2 Grade 6

2.1.3 HEALTHY LIFESTYLE

2.1.4 Module 5

2.1.5 THE RIGHTS AND RESPONSIBILITIES OF SOUTH AFRICAN CHILDREN

It is important that every South African – regardless of age – is seen to be a special person who has the right to live in peace and security. Children have the right to a sound education and space in which to develop their own unique personality and talents. Rights and privileges, however, cannot simply be “demanded”. They can only be claimed if one is willing to accept the responsibilities that are associated with them. One cannot claim one’s rights if one does not fulfil one’s duties.

2.1.6 Activity 1:

2.1.7 To play a game about rights and responsibilities

2.1.8 [LO 2.1]

This assignment is more of a game than work, but it will help you to understand your rights and privileges within a few minutes.

Each group must make a pack of 24 playing cards with all the rights and responsibilities on them. Each card will therefore have one right or responsibility written on it neatly and legibly. The backs of all the cards must look alike.

A few tips:

Make the cards from manila cardboard.

Bring a pack of cards from home to use as a template.

Be original.

Make a computer printout of the rights and responsibilities in a large font to ensure that it will be legible.

Laminate the cards or cover them with cling wrap so that they will last for a long time.

Various possibilities for games:

¹This content is available online at <<http://cnx.org/content/m22527/1.1/>>.

1. Play “Snap”: The corresponding right and responsibility form a set. The player with the most sets wins.
2. Each player must draw a card from the pack and talk about it for 30 seconds. At the end of a round all the players vote for the person who utilised his or her 30 seconds best.
3. Play “Pictionary”: Divide the group into two teams. One player draws a card and then has to draw a picture that will represent the content of his or her card. The other players must guess which rights or responsibilities are being referred to. Each team draws 12 cards to begin with. The first team to have worked correctly through its 12 cards is the winner.
4. “Charades” is a game that works almost like “Pictionary”. Here a player also draws a card, but has to illustrate or explain the card through mime. The rest of the team have to guess what it is about. Each team works through the 12 cards and the first team to have identified the cards correctly, is the winner. A good idea is to decide beforehand which gesture to use for a *right* (e.g. a “viva” fist) and which one for a *responsibility* (e.g. thumbs up).

Here are the rights and responsibilities that must appear on the cards. (Remember: You must not number them on your cards.)

Learners’ rights:

1. To be educated and to develop both spiritually and physically.
2. To be cared for and guided by adults.
3. To be treated fairly and with respect.
4. To have access to information.
5. To have the opportunity to make a contribution in the community.
6. To be within a secure environment in which learning is guaranteed.
7. To develop at one’s own pace.
8. To aim at the highest possible standards.
9. To be treated as an individual.
10. To be taught by trained educators.
11. To be taught, and to be allowed to speak, in one’s preferred language.
12. To be allowed to realise one’s culture and religious convictions.

Learners’ responsibilities:

1. To listen, to learn and to be willing to be educated.
2. To respect and support adults.
3. To treat others with respect and to be prepared to protect their rights.
4. To allow others to communicate, and to assist them in doing so.
5. To be taught together with others and to assist them in the learning process.
6. To cooperate with others and to ensure a secure environment.
7. To recognise, allow and respect differences in others.
8. To seek access to information, and to be hard-working.
9. To respect others as individuals.
10. To be willing to be educated, to cooperate and to listen attentively.
11. To learn to accept the different languages of others.
12. To be prepared to accept, respect and help protect the culture and religious convictions of others.

2.1.9 Assessment

Learning outcomes (LOs)
LO 2
SOCIAL DEVELOPMENTThe learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
Assessment standards(ASs)
We know this when the learner:
2.1 reflects on own application of children’s rights as stated in the South African Constitution;
2.2 discusses and evaluates the significance of a nation-building programme associated with a national day;
2.3 discusses effects of gender stereotyping, sexism and abuse on personal and social relationships;
2.4 interprets the meaning and personal and social significance of important stages in the individual’s life in a variety of cultures;
2.5 discusses the dignity of the person in a variety of religions in South Africa.

Table 2.1

2.2 Celebrating a national holiday²

2.2.1 LIFE ORIENTATION

2.2.2 Grade 6

2.2.3 RIGHTS AND RESPONSIBILITIES

2.2.4 Module 6

2.2.5 CELEBRATING A NATIONAL HOLIDAY

If you look at a South African calendar or diary you will soon see that there are 12 public holidays that have been set aside to celebrate special days, to commemorate important historical events, or to honour special people. Some of these days are Human Rights Day in March, Family Day in March or April, Workers’ Day in May and Women’s Day in August.

Youth Day on 16 June is a special day for learners at school, because the focus is on the significance of the youth of our country.

On 16 June 1976 thousands of school children in Soweto demonstrated against an unjust educational system to which they were subjected at that time. Confrontation with the police led to the tragic deaths of many of these young people. For years, 16 June was commemorated as “Soweto Day”, but now it is an official public holiday, which is known as “Youth Day”.

A young South African poet, Ingrid Jonker, wrote a poem about this event. Many people were deeply touched by it. Former president, Nelson Mandela, quoted from the poem in a very important speech. The educator can read the poem to the class.

²This content is available online at <<http://cnx.org/content/m22528/1.1/>>.

2.2.6 Activity 1:

2.2.7 To celebrate Youth Day at school

2.2.8 [LO 2.2]

Think of and discuss special ways in which Youth Day can be celebrated at your school.

Hints:

Incorporating it into assembly.

Relevant speakers.

A visit by some young person who might be of significance to the learners.

Participation of music, dance or drama groups.

A special play produced by the learners.

Learners from other schools in your town or city.

Making posters or works of art with Youth Day as theme.

2.2.9 Assessment

Learning outcomes (LOs)
LO 2
SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
Assessment standards(ASs)
We know this when the learner:
2.1 reflects on own application of children's rights as stated in the South African Constitution;
2.2 discusses and evaluates the significance of a nation-building programme associated with a national day;
2.3 discusses effects of gender stereotyping, sexism and abuse on personal and social relationships;
2.4 interprets the meaning and personal and social significance of important stages in the individual's life in a variety of cultures;
2.5 discusses the dignity of the person in a variety of religions in South Africa.

Table 2.2

2.3 Gender discrimination in schools³

2.3.1 LIFE ORIENTATION

2.3.2 Grade 6

2.3.3 RIGHTS AND RESPONSIBILITIES

2.3.4 Module 7

2.3.5 GENDER DISCRIMINATION IN SCHOOLS

You will remember that in grade 5, when you discussed the Human Rights Charter and children's rights in South Africa, you learned that it is illegal and unfair to discriminate against anyone on the grounds of their

³This content is available online at <<http://cnx.org/content/m22529/1.1/>>.

colour, gender, language or religion. It is important that learners and educators alike should be very careful not to advance one gender at the cost of the other. Differences may be respected, but may never be the reason for discrimination.

Discrimination could possibly occur within the following contexts:

Leadership positions in schools

- Participation in certain sports
- Stereotyping of boys or girls
- Subject choices

2.3.6 Activity 1:

2.3.7 To discuss topics on gender discrimination

2.3.8 [LO 2.3]

Each group is given one of the four contexts mentioned above, to consider. They are asked to discuss whether gender discrimination in that specific field is evident in their schools. They must also suggest ways in which to eradicate such discrimination.

Learning outcomes (LOs)
LO 2
SOCIAL DEVELOPMENT The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
Assessment standards(ASs)
We know this when the learner:
2.1 reflects on own application of children's rights as stated in the South African Constitution;
2.2 discusses and evaluates the significance of a nation-building programme associated with a national day;
2.3 discusses effects of gender stereotyping, sexism and abuse on personal and social relationships;
2.4 interprets the meaning and personal and social significance of important stages in the individual's life in a variety of cultures;
2.5 discusses the dignity of the person in a variety of religions in South Africa.

Table 2.3

2.4 Importance of various stages in a person's life⁴

2.4.1 LIFE ORIENTATION

2.4.2 Grade 6

2.4.3 RIGHTS AND RESPONSIBILITIES

2.4.4 Module 8

2.4.5 The meaning and importance of various stages in a person's life (rites of passage) within different cultures in South Africa

Rites of passage relate to personal events that we celebrate. They refer to important milestones in our lives, e.g. birth, coming of age, marriage and death.

Although these events are very personal, they often also have a meaning for the group or community within which they occur. The specific ceremonies relating to these rites are usually determined by the culture and religion of the group. Tradition plays an important role in this regard.

In the table is a brief summary of four different cultures' customs pertaining to a rite of passage.

a) Birth

Christian customs	Baptism: A holy sacrament during which water is dripped on his/her head.
Muslim customs	Doepmal: Allah's name is whispered in the baby's ear immediately after his/her birth. A prayer, the Athaan, is said.
Zulu customs	Place of worship: The umbilical cord of a Zulu baby is buried under a tree. It remains a special place for that child and binds him/her to nature in a special way.
Jewish customs	Briss: This is the circumcision of a baby boy by a Rabbi a few days after the baby's birth.

Table 2.4

b) Coming of age

Christian customs	Confession of faith. In many Christian churches young people confess their faith as responsible adults.
<i>continued on next page</i>	

⁴This content is available online at <<http://cnx.org/content/m22530/1.1/>>.

Hindu customs	Wearing a sari: Once they have entered puberty, girls may wear a sari to functions and religious ceremonies.
Ndebele customs	Wela: Every four years, in a full-moon phase between April and June, young Ndebele men are inducted at this ceremony. “Wela” means ‘to cross the river’ and refers specifically to their circumcision. They also learn about the tribe and are taught its age-old rituals.
Jewish customs	Barmitzvah: Boys celebrate their reaching maturity at the age of 13 by reading from the Holy Torah during the Sabbath service. In the Reformed Jewish faith, girls celebrate their barmitzvah at the age of 12 during a service in the synagogue.

Table 2.5

2.4.6 Activity 1:**2.4.7 To discuss various traditions in the community****2.4.8 [LO 2.4]**

The first two tables have been completed for you. You must now discuss among yourselves traditions in your cultural community, find out about the customs of other cultural groups with regard to:

- c) Marriage
- d) Death

2.4.9 Activity 2:**2.4.10 To portray cultural ceremonies and rites****2.4.11 [LO 2.4]****Optional assignment:**

Learners could demonstrate or portray some of the colourful ceremonies and rites of their culture in the classroom. Special food or dishes that they eat during such a ceremony could serve as an example of cultural customs. In some cultures, beautiful costumes are worn during ceremonies – have a special exhibition of these costumes.

2.4.12 Assessment

Learning outcomes (LOs)
LO 2
<i>continued on next page</i>

SOCIAL DEVELOPMENT	The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
Assessment standards(ASs)	
We know this when the learner:	
2.1	reflects on own application of children's rights as stated in the South African Constitution;
2.2	discusses and evaluates the significance of a nation-building programme associated with a national day;
2.3	discusses effects of gender stereotyping, sexism and abuse on personal and social relationships;
2.4	interprets the meaning and personal and social significance of important stages in the individual's life in a variety of cultures;
2.5	discusses the dignity of the person in a variety of religions in South Africa.

Table 2.6

2.5 Human dignity in different regions⁵

2.5.1 LIFE ORIENTATION

2.5.2 Grade 6

2.5.3 RIGHTS AND RESPONSIBILITIES

2.5.4 Module 9

2.5.5 Human dignity in different religions in South Africa

Human dignity and respect for one another are so important that they have been included in our country's Bill of Human Rights: "*human dignity, the achievement of equality and the advancement of human rights and freedom*".

We have a Bill of Human Rights that recognises cultural and religious differences (diversity). The foundation on which all religions are based is the intention to do good. This very important value helps people to live in such a way that they can help and respect one another.

As you learnt in grades 4 and 5, South Africa has a rich variety of beliefs and religions. We often come across people who wear different clothes, for example a nun in her black and white *habit*, or a Jewish boy that wears a small hat (*kippa* or *yarmulka*) on his head, or perhaps a Muslim girl with a scarf (*hijab*) that covers her hair. It is important to know why they wear these special clothes, or what they are trying to say with their clothes, and for others to respect them. You should not laugh at them or tease them. If you do, you not only injure their human dignity, but also show your own ignorance.

2.5.6 Activity 1:

2.5.7 To perform activities about different religious groups

2.5.8 [LO 2.5]

Class assignment

Step one:

⁵This content is available online at <<http://cnx.org/content/m22532/1.1/>>.

- a) All learners should be encouraged to bring to class photographs or pictures in which a particular religion or belief is portrayed by clothes.
 - b) With the assistance of the educator and knowledgeable classmates, sort the pictures into different religious groups.
 - c) Learners that are knowledgeable about a specific religion should be encouraged to share their knowledge with the class.
 - d) Make a *collage* on a large poster, which is then affixed to the blackboard.
 - e) Remember to write the captions for the different religions next to the relevant pictures.
- Step two:
- Draw a column on the blackboard and briefly describe the clothes of every religious group that you have identified.

2.5.9 Activity 2:

2.5.10 To write a letter about respect for the beliefs of others

2.5.11 [LO 2.5]

Individual

You saw a friend laughing at a nun crossing the road. Write a short letter on your e-mail to explain to your friend why the nun wears a *habit*, and what is written in our Constitution to ensure that everyone's religion or belief is respected.

Hint:

Affix a poster with our country's Bill of Human Rights to a wall in the classroom.

2.5.12 Activity 3:

2.5.13 To respect other people's point of view

2.5.14 [LO 2.5]

Individual

Read the sentences below and think about why you should respect things that your classmates are forbidden to do.

- a) Mose Levin may not eat ham sandwiches.
- b) Sannie Bantjies may not play hockey on Sundays.
- c) Shareen Shariek may not eat during the day in the month of Ramadan.
- d) Jan Swanepoel must go to Sunday school every Sunday before he is allowed to go and play.

Step one:

To what religion does each of the children mentioned above belong?

- a) _____
- b) _____
- c) _____
- d) _____

Step two:

- When one of my friends teases these people, how should I explain that one needs to respect them?

2.5.15 Assessment

Learning outcomes (LOs)
LO 2
SOCIAL DEVELOPMENTThe learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities, and to show an understanding of diverse cultures and religions.
Assessment standards(ASs)
We know this when the learner:
2.1 reflects on own application of children's rights as stated in the South African Constitution;
2.2 discusses and evaluates the significance of a nation-building programme associated with a national day;
2.3 discusses effects of gender stereotyping, sexism and abuse on personal and social relationships;
2.4 interprets the meaning and personal and social significance of important stages in the individual's life in a variety of cultures;
2.5 discusses the dignity of the person in a variety of religions in South Africa.

Table 2.7

Chapter 3

Term 3

3.1 Abilities, aptitudes, skills and body language¹

3.1.1 LIFE ORIENTATION

3.1.2 Grade 6

3.1.3 PERSONAL DEVELOPMENT

3.1.4 Module 10

3.1.5 Abilities, aptitudes, interests, skills and body image

3.1.6 Activity 1:

3.1.7 To conduct an interview

3.1.8 [LO 3.1]

Work in pairs

Imagine yourself as a journalist working for *Your Femina*. You must interview a famous person to give your readers an idea of his/her lifestyle and personality. Now reverse the roles. It is important that you stick to your personal identity for the interview. Remember that you are an important and unique person in your own right. One doesn't need to be Mark Shuttleworth to be "somebody".

Here you have a list of questions that you might find useful during the interview. Feel free to add more questions if any characteristics that you know of are not covered by the list below.

1. Where were you born?
2. What is your home language?
3. Do you speak any other languages?
4. What is your favourite colour?
5. What foods are you especially fond of?
6. What film did you enjoy most? Why?
7. What website do you visit most frequently? (If applicable)
8. Who is your role model? Why?
9. What is your best character trait?
10. What is your worst character trait?
11. What year has been your best up to now?

¹This content is available online at <<http://cnx.org/content/m22534/1.1/>>.

12. What makes you furious?
13. What was the nicest present you ever received?
14. If you got shipwrecked and you could have only one person with you, who would that be? Why?
15. Do you see yourself firstly as a sportsman/woman, academic person or cultural person? Why do you say so?
16. What achievements in the above fields are most important to you?
17. What occupation will you follow when you leave school?
18. Who or what inspires you to give your very best?
19. What is your best physical attribute?
20. What is your worst or weakest physical attribute?
21. If you could change something about your body, what would that be?
22. What is your biggest dream for South Africa's future?
23. What do you still want to achieve in life?
24. If a "fairy godmother" granted you one wish, what would that be? (Remember, the answer "That all my wishes might come true", does not apply)
25. If you were to visit the earth in the year 3003, what would you expect to find here?

Group discussion

After the interviews, the class report back to discuss the answers (positive or negative) under the educator's guidance. If time permits, one or more of the most interesting interviews could be repeated in front of the whole class.

3.1.9

3.1.10 Assessment

Learning outcomes(LOs)
LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
We know this when the learner:
3.1 reflects on own abilities, aptitudes, interests and strengths as well as body image;
3.2 explains how to respond to peer pressure in different situations;
3.3 demonstrates compassion by caring for people and animals;
3.4 demonstrates peacekeeping and mediation skills in different conflict situations;
3.5 explains what has been learned by reflecting on an experience related to self-management skills;
3.6 describes and selects a range of problem-solving skills for different contexts.

Table 3.1

3.2 Peer group pressure and how to deal with it²

3.2.1 LIFE ORIENTATION

3.2.2 Grade 6

3.2.3 PERSONAL DEVELOPMENT

3.2.4 Module 11

3.2.5 Peer Group Pressure And How To Deal With It

3.2.6 Activity 1:

3.2.7 To portray emotions by means of role-playing

3.2.8 [LO 3.2]

Group Assignment

3.2.8.1 Role-playing

The teacher writes the following situations on pieces of paper and puts them into a paper bag, after which each group draws a topic:

The teacher could think of more or different possible situations relating to the learners and their particular circumstances.

Please note: Remember that the emotions or feelings of all role players are to be portrayed. Keep in mind that some situations might call for rather aggressive behaviour. It is important that as part of the role-playing situation, learners should consider effective ways of dealing with this kind of aggressive behaviour.

Problem situations will arise in each of the scenes. At least one of the role-players must come up with a positive solution for the situation.

1. The main character is invited to a friend's party where everybody will sleep over. The friend's parents are overseas, and everybody is aware of that. A few friends have already accepted the invitation. They are now putting pressure on the main character to join them.

Roles:Main character (boy or girl)

Father

Mother

Elder brother(s) and/or sister(s)

1. A few friends visiting you after school ask you to come and smoke dagga with them in a deserted clubhouse on the golf course. They do this often, and say that only "softies" are not prepared to experiment.

Roles:

Main character (boy or girl)

A group of friends (boys and girls in grades 6, 7 and 8)

1. The two "coolest" learners in grade 6 agreed to smoke in the cloak rooms behind the stage during break. They invite a few other grade sixes to come and share in the "adventure".

²This content is available online at <<http://cnx.org/content/m22535/1.1/>>.

Roles:

Main character (boy or girl)

A group of friends (boys and girls in grade 6)

1. A few of the older “cool” guys (members of a gang) in the neighbourhood ask two grade 6 learners to join them to paint some “graffiti” on another gang’s hide-out one night.

Roles:

Main character (boy or girl)

Two friends (boys and girls in grade 6)

Please note: A general class discussion after this type of role-playing is extremely important. The teacher’s guidance and attitude will determine how successfully these topics are dealt with and how seriously they are taken.

3.2.9 Assessment

Learning outcomes(LOs)
LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
We know this when the learner:
3.1 reflects on own abilities, aptitudes, interests and strengths as well as body image;
3.2 explains how to respond to peer pressure in different situations;
3.3 demonstrates compassion by caring for people and animals;
3.4 demonstrates peacekeeping and mediation skills in different conflict situations;
3.5 explains what has been learned by reflecting on an experience related to self-management skills;
3.6 describes and selects a range of problem-solving skills for different contexts.

Table 3.2

3.3 Empathy with society and animals³

3.3.1 LIFE ORIENTATION

3.3.2 Grade 6

3.3.3 PERSONAL DEVELOPMENT

3.3.4 Module 12

3.3.5 Empathy with society and animals

Report 1:

The Badgers visit the AWS

³This content is available online at <<http://cnx.org/content/m22536/1.1/>>.

The grade 3 cubs of the Stellenbosch Scouts, The Badgers, have visited the Stellenbosch Animal Welfare Society to feed the dogs that are pounded. This formed part of their “caring” project in the local society.

Eikestad News, 21 June 2002

Report 2:

3.3.5.1 Plant a Hope garden to show you care

The Aids-awareness ribbon, or red ribbon, is a symbol of solidarity and is a commitment to the fight against Aids. Show you care by planting a Hope Garden.

3.3.5.1.1 What you need:

- An empty piece of clear soil in the garden
- A few packets of your favourite flower seeds
-
- A stick and
- A rake

3.3.5.1.2 Method:

- Rake the ground to smooth the surface
- Using the stick, draw a big Aids ribbon in the soil
- Plant the seeds
- Firmly pat down the soil
- Water lightly (and regularly)

- Watch your Hope Garden grow!

Sunday Times, 2 June 2002

3.3.6 Activity 1:

3.3.7 To identify ways to make a difference in your community

3.3.8 [LO 3.3]

Class Assignment

This report and article are only two examples of how learners can demonstrate that they really care about their fellow human beings and animals. Identify ways in which you can make a difference in your neighbourhood by showing that you care. Local newspapers are keen to publish reports and photographs of schools that endeavour to make the world a better place for all. This is an opportunity for acting as a good ambassador for your school!

3.3.9 Assessment

Learning outcomes (LOs)

LO 3

Personal Development

The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.

Assessment standards(ASs)

We know this when the learner:

- 3.1 reflects on own abilities, aptitudes, interests and strengths as well as body image;
- 3.2 explains how to respond to peer pressure in different situations;
- 3.3 demonstrates compassion by caring for people and animals;
- 3.4 demonstrates peacekeeping and mediation skills in different conflict situations;
- 3.5 explains what has been learned by reflecting on an experience related to self-management skills;
- 3.6 describes and selects a range of problem-solving skills for different contexts.

3.4 Negotiation and mediation skills⁴

3.4.1 LIFE ORIENTATION

3.4.2 Grade 6

3.4.3 PERSONAL DEVELOPMENT

3.4.4 Module 13

3.4.5 Negotiation and mediation skills

By means of role-playing in the peer group assignment, learners have already been familiarised with negotiation as a means to reach peaceful solutions.

Here we have a number of concepts – mostly from the political world – describing various forms of negotiation:

- Ubuntu
- Détente
- Negotiations
- Discussions
- Mediation
- Brainstorming
- Indaba

3.4.6 Activity 1:

3.4.7 To design a poster that portrays the meaning of a negotiation concept

3.4.8 [LO 3.4]

Group Assignment

Each group is given one concept to research. It might be a good idea to start with a dictionary. At the end of the assignment, each group designs a poster containing the word and its meaning. Try to find one example from our country's political history (consult newspapers and the Internet). Newspaper photographs should also help you to enhance your understanding of a particular concept. Each group leader takes a turn to explain his/her poster to the rest of the class.

Successful self-management:

The concept of self-management means taking responsibility for yourself, and leading a healthy and balanced lifestyle so that you can enjoy a happy and healthy youth.

Effective time-management is very important. It means allowing enough time to occupy yourself with various activities and in such a way that you can speak of a “balanced” programme.

⁴This content is available online at <<http://cnx.org/content/m22538/1.1/>>.

3.4.9 Activity 2:

3.4.10 To fill in a table on self-management

3.4.11 [LO 3.5]

Individual Assignment

1. Complete the following table in an honest and accurate way.

How much time (hours or minutes) per day do you devote to each of the following?

	Monday	Tuesday	Wednesday	Thursday	Friday
Homework					
Watching TV					
Family meals					
Social					
Internet					
Reading					
Hobbies					
Sport					
Chores					
Sleeping					
Other					

Table 3.3

1. Using a different coloured ink or colour pencil, write down how much time you should spend on each activity. If there are big differences, talk to the teacher or your parents to see if you cannot manage your time more effectively. If you have filled in 0 minutes in any of the spaces, you should think twice, and ask somebody's advice.
2. Compare your table to that of a friend, and discuss the differences in your time allocation.

3.4.12 Assessment

Learning outcomes(LOs)
<i>continued on next page</i>

LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
We know this when the learner:
3.1 reflects on own abilities, aptitudes, interests and strengths as well as body image;
3.2 explains how to respond to peer pressure in different situations;
3.3 demonstrates compassion by caring for people and animals;
3.4 demonstrates peacekeeping and mediation skills in different conflict situations;
3.5 explains what has been learned by reflecting on an experience related to self-management skills;
3.6 describes and selects a range of problem-solving skills for different contexts.

Table 3.4

3.5 Problem solving⁵

3.5.1 LIFE ORIENTATION

3.5.2 Grade 6

3.5.3 PERSONAL DEVELOPMENT

3.5.4 Module 14

3.5.5 Problem solving

This is a fun exercise where learners can also put their talent for art and drama to good use.

3.5.6 Activity 1:

3.5.7 To present a puppet show on problem solving

3.5.8 [LO 3.6]

Group Assignment

Each group presents a puppet show to the rest of the class. Puppets are easy to make by painting a face on an old sock, using fabric paint or Koki pens. Add ears, some hair or a hat by sewing these onto the sock. Basic items of clothing such as a tie or cape could be tied around or sewn onto the “neck”. A big cardboard box makes a fine puppet theatre and stage. Curtains could also be added. Be creative!

Learners will need preparation time for bringing items from home, and perhaps re-reading the story.

Remember:

In each group there is a narrator to tell the story. The other characters are also allowed to speak or produce sounds. At the end of the show the narrator explains the “moral” of the story to the audience. The narrator must highlight the problem and how it had been solved. Commentary on whether the story characters managed to deal with the issue effectively or not, could serve an excellent purpose.

Each group draws one “story” from the paper bag:

- The Seven Kids and the Wolf

⁵This content is available online at <<http://cnx.org/content/m22539/1.1/>>.

- Red Riding Hood
 - Snow White and the Seven Dwarfs
 - The Three Little Pigs
 - Goldilocks and the Three Bears
 - Cinderella
 - Sleeping Beauty
-
- Jack and the Beanstalk

The teacher might even want to use different stories. African and other legends could work equally well.

3.5.9 Assessment

Learning outcomes(LOs)
LO 3
Personal DevelopmentThe learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
Assessment standards(ASs)
We know this when the learner:
3.1 reflects on own abilities, aptitudes, interests and strengths as well as body image;
3.2 explains how to respond to peer pressure in different situations;
3.3 demonstrates compassion by caring for people and animals;
3.4 demonstrates peacekeeping and mediation skills in different conflict situations;
3.5 explains what has been learned by reflecting on an experience related to self-management skills;
3.6 describes and selects a range of problem-solving skills for different contexts.

Table 3.5

Chapter 4

Term 4

4.1 Striking and fielding games¹

4.1.1 LIFE ORIENTATION

4.1.2 Grade 6

4.1.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.1.4 Module 15

4.1.5 Striking and Fielding Games

4.1.6 Activity 1:

4.1.7 To play fun games

4.1.8 [LO 4.1]

Rounders

Material: One homemade wooden cricket bat, a tennis ball, five doormats to be used as bases.

- The learners are divided into two groups: strikers and fielders.
- The bases are placed 25 m apart in a diamond formation.
- The pitcher's base is placed approximately 5 m in front of the striker's base.
- The team that is striking sits just outside the pitch, in striking order.
- The pitcher pitches the ball relatively softly at the striker, so that as it approaches the base it is not higher than the striker's head.
- The striker receives three balls and can run after any ball, whether he has succeeded in striking the ball or not.
- He is out if he hits the ball behind the striking line or if he is caught out or run out.
- A striker is also out when a fielder fields the ball and touches the base towards which the striker is running.
- The teams change sides when three strikers are out.
- There may not be more than one striker at the same base.
- A run is made when a striker succeeds in completing a round successfully.
- A striker can be run out at any time when he is not in contact with the base.
- One home run is equal to two runs.

¹This content is available online at <<http://cnx.org/content/m22540/1.1/>>.

- A catcher is taken from the fielders.
- The striking order must be retained after each turn.

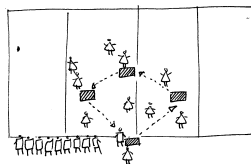


Figure 4.1

Beetle Soccer

Material: Two sets of goal posts (markers or bricks can also be used as goal posts), a soccer ball or another relatively large ball, a whistle for the teacher, coloured bands for one team.

(The game should preferably be played indoors on a smooth floor to prevent learners' hands from being hurt.)

- Set up the goal posts 5 - 7 m apart.
- Divide the learners into two teams of 5 - 10 learners per team.
- One team wears coloured bands.
- All players must adopt the beetle position, which is on all fours, but "upside down". The palms of the hands must touch the ground at all times.
- Learners try to score a goal by kicking the ball between the goal posts.
- The goalkeeper is the only player who may get up into a normal upright position to fetch the ball when a goal has been scored.

NB Positional play is important and it will make the game more effective and less exhausting. Surplus players encourage the teams by cheering them on.

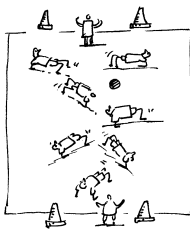


Figure 4.2

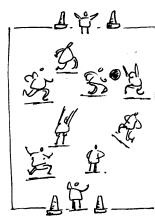


Figure 4.3

Hand soccer

- This game is played in the same way as beetle soccer, but players adopt a normal upright position.
- Only hands may be used to handle the ball.
- The ball may only be moved along the ground by hitting it with the palm of the hand.
- Learners may not run with the ball.
- Only the goalkeeper is allowed to defend the goal posts.

The goal posts may be 3 - 5 m apart. (Inverted stools may serve as goal posts.)

NB: Offside rules are not applicable.

Ring- and Stickball

Material: A stick of 1,5 m long for each “goal keeper”, a tenniquoit ring, coloured bands for one team.

- Learners are divided into two teams of 5 - 10 players.
- Members of one team wear coloured bands.
- This game is similar to netball, the only difference being that there are no goal posts, but only a goalkeeper holding a stick.
- The tenniquoit ring is used instead of a ball.
- A point is scored when the goalkeeper catches the ring with the stick.

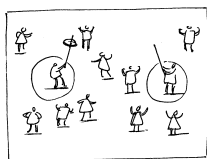


Figure 4.4

4.1.9 Assessment

Learning outcomes(LOs)
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENT The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.
Assessment standards(ASs)
We know this when the learner:
4.1 applies relevant concepts in a variety of striking and fielding games;
4.2 demonstrates refined sequences emphasising changes of shape, speed and direction through gymnastic actions;
4.3 participates in a physical fitness programme designed to develop particular aspects of fitness;
4.4 performs rhythmic patterns of movement with co-ordination and control;
4.5 applies basic First Aid in different situations.

Table 4.1

4.2 Gymnastic exercises²

4.2.1 LIFE ORIENTATION

4.2.2 Grade 6

4.2.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.2.4 Module 16

4.2.5 Gymnastic exercises

4.2.6 Activity 1:

4.2.7 To execute a series of gymnastics movements

4.2.8 [LO 4.2]

A series of gymnastics movements creates an excellent opportunity for individual assessment.

Material: Gymnastics mats. Any other gymnastics apparatus to give the learners a wider choice. Learners use the first 15 minutes of the period to work out and practise their series of movements. The teacher should give advice and assistance where necessary. Allow some room for personal creativity.

Each learner must prepare a series of gymnastics movements that cover the following:

- Start
- Forward roll
- Cartwheel
- $\frac{1}{4}$ - $\frac{1}{2}$ of 360° turn
- Own choice of movement or position
- Closing

Change of form, speed and direction are to be considered within the context of these movements. Attention must also be given to balance.

Aspects to be addressed are:

²This content is available online at <<http://cnx.org/content/m22542/1.1/>>.

- Accuracy in executing the movements
- Body posture
- Fluency in executing the series

Assessment criteria (a mark out of 10):
(One mark is deducted for each mistake)

- Compliance with the instruction
- Fluency
- Ability to hold positions for about four counts
- Timing
- Accuracy

NB: In executing the forward roll the following aspects are important:

Learners must not clench their fists. Their hands must be open.

The head must be kept well down throughout (chin on chest).

Some learners find it difficult to get up after the roll, and must be helped up.

NB: In executing the cartwheel the following aspects are important :

To ensure the learners' safety or to help those who feel a bit uncertain, the teacher can stand behind the learner when he is executing the movement.

The teacher places their right hand on the left hip of the learner when the learner is doing the rotation movement.



Figure 4.5

4.2.9 NB: If the headspring is done as a 360° movement, the following is important:

It can be executed on the floor, but it is easier to do it on a stand.

The teacher can support the learner by placing one hand under his shoulder closest to the educator, while supporting his lower back with the other hand.

Learners must first practise and master the half-turn balancing position before they attempt to execute the full movement.

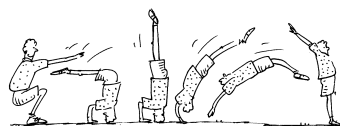


Figure 4.6

4.2.10 Assessment

Learning outcomes(LOs)
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENT The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.
Assessment standards(ASs)
We know this when the learner:
4.1 applies relevant concepts in a variety of striking and fielding games;
4.2 demonstrates refined sequences emphasising changes of shape, speed and direction through gymnastic actions;
4.3 participates in a physical fitness programme designed to develop particular aspects of fitness;
4.4 performs rhythmic patterns of movement with co-ordination and control;
4.5 applies basic First Aid in different situations.

Table 4.2

4.3 The fitness programme³

4.3.1 LIFE ORIENTATION

4.3.2 Grade 6

4.3.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.3.4 Module 17

4.3.5 The Fitness programme

4.3.6 Activity 1:

4.3.7 To follow a fitness program

4.3.8 [LO 4.3]

Jungle Gym

³This content is available online at <<http://cnx.org/content/m22544/1.1/>>.

- Each learner receives the caricature fitness programme.
- Exercises and movements from this programme can be done during the lesson period, but learners must be encouraged to follow it at home as a personal fitness programme.
- The aerobics exercises especially, must be part of a home or extra-curricular programme

4.3.8.1

4.3.8.2 Warming up exercises



Figure 4.7

Bend sideways



Figure 4.8

Torso bend



Figure 4.9

Turn knee



Figure 4.10

Lift calf stretch



Figure 4.11

Arm circles



Figure 4.12

Scissor jumps



Figure 4.13

Walk briskly

4.3.8.3 Power training



Figure 4.14

Pincher movement



Figure 4.15

Curl-up



Figure 4.16

Sit-ups



Figure 4.17

Bend back



Figure 4.18

Sit against wall



Figure 4.19

Haunch



Figure 4.20

Lift a leg



Figure 4.21

Turn arms



Figure 4.22

Army power



Figure 4.23

Pull-ups

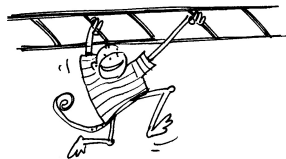


Figure 4.24

Ladder exercises



Figure 4.25

Push-ups
Cooling down exercises



Figure 4.26

Stretch calves

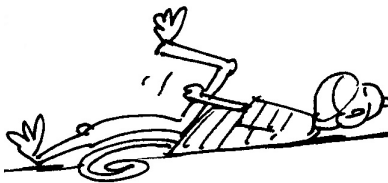


Figure 4.27

Stretch thighs



Figure 4.28

Sit and touch toes



Figure 4.29

Stretch legs



Figure 4.30

Stretch arms/shoulders



Figure 4.31

Stretch arms/sides

4.3.8.4 Aerobic exercises



Figure 4.32

Jogging



Figure 4.33

Soccer



Figure 4.34

Netball



Figure 4.35

Cycling



Figure 4.36

Swimming



Figure 4.37

Walking briskly



Figure 4.38

Skipping (with skipping rope)

4.3.8.5 Cooling down exercises



Figure 4.39

Stretch calves

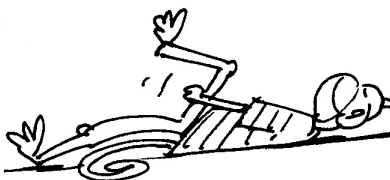


Figure 4.40

Stretch thighs



Figure 4.41

Sit and touch toes



Figure 4.42

Stretch legs



Figure 4.43

Stretch arms/shoulders



Figure 4.44

Stretch arms/sides

4.3.9 Assessment

Learning outcomes(LOs)
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENT The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.
Assessment standards(ASs)
We know this when the learner:
4.1 applies relevant concepts in a variety of striking and fielding games;
4.2 demonstrates refined sequences emphasising changes of shape, speed and direction through gymnastic actions;
4.3 participates in a physical fitness programme designed to develop particular aspects of fitness;
4.4 performs rhythmic patterns of movement with co-ordination and control;
4.5 applies basic First Aid in different situations.

Table 4.3

4.4 Rhythmic movements and pattern formation⁴

4.4.1 LIFE ORIENTATION

4.4.2 Grade 6

4.4.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.4.4 Module 18

4.4.5 Rhythmic movements and pattern formation

4.4.6 Activity 1:

4.4.7 To perform rhythmic movements and pattern formation

4.4.8 [LO 4.4]

The Monster Dance

Material: Cassette / CD player with cassettes or CDs (Learners can be encouraged to provide their own music.)

- Learners are divided into equal groups of 8 - 12.
- They are instructed to make a “monster” by making a formation of their bodies.
- Learners are given 10 minutes in which to form the “monster” and to work out its dance.
- If there are 12 learners, for example, only 8 “feet” may touch the ground. This means that some learners will have to be carried on the others’ backs.
-
- The “monster” must be able to move for a distance of at least 3 m.
- The movements must be co-ordinated and must be done in time to the music.
- Each “monster” is given a turn to execute its movements.

⁴This content is available online at <<http://cnx.org/content/m22545/1.1/>>.

- The learners pick the best “monster”. (Co-ordination and control are important aspects to be taken into account during assessment.)

4.4.9 Assessment

Learning outcomes(LOs)
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENT The learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.
Assessment standards(ASs)
<i>We know this when the learner:</i>
4.1 applies relevant concepts in a variety of striking and fielding games;
4.2 demonstrates refined sequences emphasising changes of shape, speed and direction through gymnastic actions;
4.3 participates in a physical fitness programme designed to develop particular aspects of fitness;
4.4 performs rhythmic patterns of movement with co-ordination and control;
4.5 applies basic First Aid in different situations.

Table 4.4

4.5 First aid in various situations⁵

4.5.1 LIFE ORIENTATION

4.5.2 Grade 6

4.5.3 PHYSICAL DEVELOPMENT AND MOVEMENT

4.5.4 Module 19

4.5.5 First aid in various situations

4.5.6 Activity 1:

4.5.7 To portray various situations in first aid through role-playing

4.5.8 [LO 4.5]

Role-playing

The learners are divided into groups of 4 - 6 and each group draws a slip of paper, on which a certain topic or situation has been written, from a bag. The topics include a variety of emergency situations, e.g. burns, snakebite, drowning, vehicle accidents and exposure to poisonous substances.

Under the guidance of the teacher the learners will portray the relevant emergency situation and then treat the “injured” correctly. First aid guides can be handed out to the learners.

⁵This content is available online at <<http://cnx.org/content/m22549/1.1/>>.

After each situation has been completed, the teacher should point out to the learners what was done correctly or incorrectly and discuss how they handled the situation. It is important that the role-playing is not handled flippantly and that it is not seen as a big joke. The seriousness of such a

situation – something that they may have to handle in real life one day – must be emphasised.

Hint:

Members of the local police or first aid association are usually more than willing to give a demonstration to the learners.

4.5.9 Assessment

Learning outcomes(LOs)
LO 4
PHYSICAL DEVELOPMENT AND MOVEMENTThe learner will be able to demonstrate an understanding of, and participate in, activities that promote movement and physical development.
Assessment standards(ASs)
<i>We know this when the learner:</i>
4.1 applies relevant concepts in a variety of striking and fielding games;
4.2 demonstrates refined sequences emphasising changes of shape, speed and direction through gymnastic actions;
4.3 participates in a physical fitness programme designed to develop particular aspects of fitness;
4.4 performs rhythmic patterns of movement with co-ordination and control;
4.5 applies basic First Aid in different situations.

Table 4.5

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